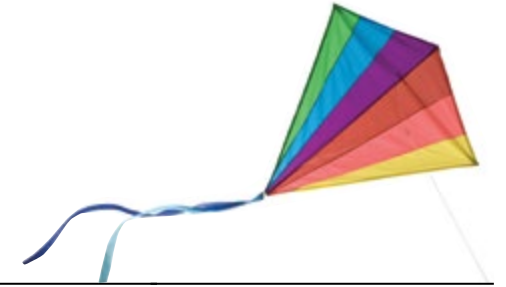


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

West Virginia Pre-K Standards

Standards adopted 2019

Ages: 3-5

Approaches to Learning

Executive Functioning and Cognitive Self-Regulation

Cluster	Sustain attention, impulse control, flexibility in thinking	Objectives for Development and Learning
AL.PK.1	Illustrate increasing abilities in impulse control	Objective 1 Regulates own emotions and behaviors 1a. Manages feelings <ul style="list-style-type: none"> 1a.8 Controls strong emotions in an appropriate manner, most of the time.
AL.PK.2	Demonstrate actions, words, and behaviors with increasing independence.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately <ul style="list-style-type: none"> 1c.6 Demonstrates confidence in meeting own needs Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Initiative and Curiosity

Cluster	Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	Objectives for Development and Learning
AL.PK.3	Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	Objective 11 Demonstrates Positive Approaches to Learning 11e Shows flexibility and inventiveness in thinking <ul style="list-style-type: none"> 11e.4 Uses creativity and imagination during play and routine tasks

AL.PK.4	Originate and combine ideas to learn and discuss a range of topics.	Objective 11 Demonstrates Positive Approaches to Learning 11D Shows curiosity and motivation <ul style="list-style-type: none"> 11d.6 Shows eagerness to learn about a variety of topics and ideas
AL.PK.5	Inquire and investigate.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation <ul style="list-style-type: none"> 11d.4 Explores and investigates ways to make something happen

Persistence and Attentiveness

Cluster	Engagement in activities with persistence and attention	Objectives for Development and Learning
AL.PK.6	Persist in completing tasks, activities, projects, and experiences.	Objective 11 Demonstrates Positive Approaches to Learning 11b Persists <ul style="list-style-type: none"> 11b.6 Plans and pursues a variety of appropriately challenging tasks
AL.PK.7	Increase concentration over a reasonable amount of time despite distractions and interruptions.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions
AL.PK.8	Engage in project or activity over an extended period of time.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
AL.PK.9	Continuously create, develop, and implement plans.	Objective 11 Demonstrates Positive Approaches to Learning 11e Shows flexibility and inventiveness in thinking <ul style="list-style-type: none"> 11e.4 Uses creativity and imagination during play and routine tasks 11e.6 Changes plans if a better idea is thought of or proposed
AL.PK.10	Seek solutions to questions, tasks, or problems through trial and error.	Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems <ul style="list-style-type: none"> 11c.6 Solves problems without having to try every possibility

Cooperation

Cluster	Interest and engagement in group experiences	Objectives for Development and Learning
AL.PK.11	Initiate and engage in learning experiences and play with peers.	Objective 2 Establishes and sustains positive relationships 2c Interacts with peers <ul style="list-style-type: none"> 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
AL.PK.12	Relate and share knowledge with peers.	Objective 2 Establishes and sustains positive relationships

		Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others <ul style="list-style-type: none"> • 3a.6 Initiates the sharing of materials in the classroom and outdoors
AL.PK.13	Assemble and guide classroom activities.	Objective 1 Regulates own emotions and behaviors 3a Balances needs and rights of self and others <ul style="list-style-type: none"> • 3a.6 Initiates the sharing of materials in the classroom and outdoors

Social and Emotional Development

Self-Concept

Cluster	Development of Self Concept	Objectives for Development and Learning
SE.PK.1	Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).	Objective 29 Demonstrates knowledge about self
SE.PK.2	Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately <ul style="list-style-type: none"> • 1c.6 Demonstrates confidence in meeting own needs
SE.PK.2	Increase independence in a variety of activities, routines, and tasks.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately <ul style="list-style-type: none"> • 1c.8 Take responsibility for own well-being

Cluster	Development of Self-Expression and Self-Awareness	Objectives for Development and Learning
SE.PK.4	Demonstrate progress in expressing needs, wants, and feelings.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately <ul style="list-style-type: none"> • 1c.8 Take responsibility for own well-being
SE.PK.5	Express a broad range of emotions and recognize these emotions in self and others.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings <ul style="list-style-type: none"> • 1a.8 Controls strong emotions in an appropriate manner, most of the time. Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues <ul style="list-style-type: none"> • 2b.6 Identifies basic emotional reactions of others and their causes accurately
SE.PK.6	Respond appropriately to different social situations.	Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others <ul style="list-style-type: none"> • 3a.2 Responds appropriately to other's expressions of wants

		<ul style="list-style-type: none"> • 3a.4 Takes turns
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Social Relationships

Cluster	Development and Demonstration of Pro-Social Behaviors	Objectives for Development and Learning
SE.PK.7	Develop positive relationships with children and adults.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults <ul style="list-style-type: none"> • 2a.8 Engages with trusted adults as resources and to share mutual interests 2d Makes Friends <ul style="list-style-type: none"> • 2d.4 Plays with one or two preferred playmates
SE.PK.8	Show empathy and caring for others.	Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues <ul style="list-style-type: none"> • 2b.4 Demonstrates concern about the feelings of others
SE.PK.9	Follow basic rules and routines.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> • 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
SE.PK.10	Use materials purposefully, safely, and responsibly.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> • 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
SE.PK.11	Develop and sustain friendships with peers.	Objective 2 Establishes and sustains positive relationships 2d Makes Friends <ul style="list-style-type: none"> • 2d.8 Maintain friendships for several months or more; forms friendships around similar play interests
SE.PK.12	Manage transitions and begin to adapt to changes in routines.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> • 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

Cluster	Cooperation	Objectives for Development and Learning
SE.PK.13	Use communication skills to initiate or join classroom activities.	Objective 2 Establishes and sustains positive relationships 2c Interacts with peers <ul style="list-style-type: none"> • 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
SE.PK.14	Engage in cooperative play.	Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others

		<ul style="list-style-type: none"> • 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
SE.PK.15	Take turns with materials and during experiences.	Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others <ul style="list-style-type: none"> • 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
SE.PK.16	Use and accept negotiation, compromise, and discussion to resolve conflicts.	Objective 3 Participates cooperatively and constructively in group situations 3b Solves social problems <ul style="list-style-type: none"> • 3b.8 Resolves social problems through basic negotiation and compromise
SE.PK.17	Accept guidance and direction from a variety of familiar adults.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> • 1b.4 Accepts redirection from adults
SE.PK.18	Participate in a variety of classroom activities and tasks.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> • 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions

Knowledge of Family and Community

Cluster	Progression of Understanding of their Role in the Family and Community	Objectives for Development and Learning
SE.PK.19	Understand and describe the interactive roles and relationships among family members.	Objective 30 Shows basic understanding of people and how they live
SE.PK.20	Identify and describe roles of community members.	Objective 30 Shows basic understanding of people and how they live
SE.PK.21	Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	Objective 30 Shows basic understanding of people and how they live
SE.PK.22	Identify themselves as a member of groups within a community.	Objective 29 Demonstrates knowledge about self
SE.PK.23	Identify and describe locations and places in their community.	Objective 32 Demonstrates simple geographic knowledge

English Language Arts

Literacy Early Learning Foundations

Cluster	Fluency	Objectives for Development and Learning
ELA.PK.I	Retell familiar stories from text with some accuracy and details.	Objective 18 Comprehends and responds to books and other texts 18c Retells stories and recounts details from informational texts

		<ul style="list-style-type: none"> 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
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Cluster	Phonics and Word Recognition	Objectives for Development and Learning
ELA.PK.II	Know the sounds associated with several letters.	Objective 16 Demonstrates knowledge of the alphabet 16b Identifies letter-sound correspondences <ul style="list-style-type: none"> 16b.2 Identifies the sounds of a few letters
	Recognize their own name and words associated with environmental print.	Objective 17 Demonstrates knowledge of print and its uses 17b Uses print concepts <ul style="list-style-type: none"> 17b.2 Shows understanding that text is meaningful and can be read

Cluster	Handwriting	Objectives for Development and Learning
ELA.PK.III	Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.	Objective 7 Demonstrates fine-motor strength and coordination 7b Uses writing and drawing tools <ul style="list-style-type: none"> 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
	Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.	Objective 19 Demonstrates writing skills 19b. Writes to convey ideas and information <ul style="list-style-type: none"> 19.6 Uses drawing, dictation, and mock letters or letters forms to convey a message
	Attempt to independently write some familiar words.	Objective 19 Demonstrates writing skills 19b. Writes to convey ideas and information <ul style="list-style-type: none"> 19.8 Uses drawing, dictation, and letter strings to convey a message
	Write first name.	Objective 19 Demonstrates writing skills 19a Writes name <ul style="list-style-type: none"> 19a.12 Writes accurate first name

Cluster	Phonological Awareness	Objectives for Development and Learning
ELA.PK.IV	Identify sounds or spoken words in the environment.	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15c Notices and discriminates discrete units of sound <ul style="list-style-type: none"> 15c.2 Shows awareness of separate words in sentences
	Recognize and produce rhyming words.	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15a Notices and discriminates rhyme <ul style="list-style-type: none"> 15a.4 Fills in the missing rhyming words; generates rhyming words spontaneously

	Separate words into syllables.	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15c Notices and discriminates discrete units of sound <ul style="list-style-type: none"> 15c.6 Verbally blends and separates onset and rime in one-syllable words
	Replicate the beginning sound in a word.	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15b Notices and discriminates alliteration <ul style="list-style-type: none"> 15b.8 Isolates and identifies the beginning sound of a word

Cluster	Print Concepts	Objectives for Development and Learning
ELA.PK.V	Show interest in shared reading and looking at books independently.	Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts <ul style="list-style-type: none"> 17a.2 Shows interest in books
	Demonstrate an understanding that writing conveys meaning.	Objective 17 Demonstrates knowledge of print and its uses 17b Uses print concepts <ul style="list-style-type: none"> 17b.2 Shows understanding that text is meaningful and can be read
	Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.	Objective 17 Demonstrates knowledge of print and its uses 17b Uses print concepts <ul style="list-style-type: none"> 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
	Recognize that letters are grouped to form words and words are a unit of print.	Objective 17 Demonstrates knowledge of print and its uses 17b Uses print concepts <ul style="list-style-type: none"> 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
	Recognize and name some upper and lower case letters of the alphabet.	Objective 16 Demonstrates knowledge of the alphabet 16a Identifies and names letters <ul style="list-style-type: none"> 16a.4 Recognizes and names as many as 10 letters, especially those in own name

Reading

Cluster	Key Ideas and Details	Objectives for Development and Learning
ELA.PK.1	With prompting and support, ask and answer questions about details in a literary text.	Objective 18 Comprehends and responds to books and other texts 18a Comprehends and responds to books and other texts <ul style="list-style-type: none"> 18a.4 Asks and answers questions about the text; refer to pictures
ELA.PK.2	With prompting and support, retell stories in literary texts.	Objective 18 Comprehends and responds to books and other texts 18c Retells stories and recounts details from information texts

		<ul style="list-style-type: none"> 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
ELA.PK.3	With prompting and support, identify characters, events, and setting in a literary text.	Objective 18 Comprehends and responds to books and other texts 18c Retells stories and recounts details form information texts <ul style="list-style-type: none"> 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
ELA.PK.4	With prompting and support, ask and answer questions about details in an informational text.	Objective 18 Comprehends and responds to books and other texts 18a Comprehends and responds to books and other texts <ul style="list-style-type: none"> 18a.4 Asks and answers questions about the text; refer to pictures
ELA.PK.5	With prompting and support, identify the main topic and retell details of an informational text.	Objective 18 Comprehends and responds to books and other texts 18c Retells stories and recounts details form information texts <ul style="list-style-type: none"> 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
ELA.PK.6	(Begins in Kindergarten)	No correlation needed

Cluster	Craft and Structure	Objectives for Development and Learning
ELA.PK.7	With prompting and support, answer questions about unknown words in a literary text.	Objective 18 Comprehends and responds to books and other texts 18a Interacts during reading experiences, book conversations, and text reflections <ul style="list-style-type: none"> 18a.4 Asks and answers questions about the text; refer to pictures
ELA.PK.8	(Begins in Kindergarten)	No correlation needed
ELA.PK.9	With prompting and support, define the roles of author and illustrator in a literary text.	Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts <ul style="list-style-type: none"> 17a.6 Knows some features of a book (e.g. title, author, illustrator, front and back covers); connects specific books to authors
ELA.PK.10	With prompting and support, ask questions about unknown words in an informational text.	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 8b.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
ELA.PK.11	With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts <ul style="list-style-type: none"> 17a.6 Knows some features of a book (e.g. title, author, illustrator, front and back covers); connects specific books to authors
ELA.PK.12	With prompting and support, define the roles of author and illustrator of an informational text.	Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts <ul style="list-style-type: none"> 17a.6 Knows some features of a book (e.g. title, author, illustrator, front and back covers); connects specific books to authors

Cluster	Integration of Knowledge and Ideas	Objectives for Development and Learning
ELA.PK.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	Objective 18 Comprehends and responds to books and other texts 18b Uses emergent reading skills <ul style="list-style-type: none"> 18.b2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as clues
ELA.PK.14	With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.	Objective 12 Remembers and connects experiences 12b Remembers and connects experiences <ul style="list-style-type: none"> 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
ELA.PK.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Objective 18 Comprehends and responds to books and other texts 18b Uses emergent reading skills <ul style="list-style-type: none"> 18.b2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as clues
ELA.PK.16	(Begins in Kindergarten)	No correlation needed
ELA.PK.17	(Begins in Kindergarten)	No correlation needed

Cluster	Range of Reading and Text Complexity	Objectives for Development and Learning
ELA.PK.18	(Begins in Kindergarten)	No correlation needed
ELA.PK.19	(Begins in Kindergarten)	No correlation needed

Writing

Cluster	Text Types and Purposes	Objectives for Development and Learning
ELA.PK.20	With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information <ul style="list-style-type: none"> 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.
ELA.PK.21	With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information <ul style="list-style-type: none"> 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.
ELA.PK.22	With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or	Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information

	texts.	<ul style="list-style-type: none"> 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.
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Cluster	Production and Distribution of Writing	Objectives for Development and Learning
ELA.PK.23	(Begins in grade 3.)	No correlation needed
ELA.PK.24	(Begins in kindergarten.)	No correlation needed
ELA.PK.25	With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Objective 7 Demonstrates fine-motor strength and coordination 7b Uses writing and drawing tools <ul style="list-style-type: none"> 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing

Cluster	Research to Build and Present Knowledge	Objectives for Development and Learning
ELA.PK.26	With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).	Objective 11 Demonstrates positive approaches to learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions
ELA.PK.27	With prompting and support, recall information from experiences to answer a question.	Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <ul style="list-style-type: none"> 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
ELA.PK.28	(Begins in grade 4.)	No correlation needed

Cluster	Range of Writing	Objectives for Development and Learning
ELA.PK.29	(Begins in grade 3.)	No correlation needed

Speaking and Listening

Cluster	Comprehension and Collaboration	Objectives for Development and Learning
ELA.PK.30	With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.	Objective 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language <ul style="list-style-type: none"> 10b.8 Uses acceptable language and basic social rules during communication with others
ELA.PK.31	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently

		occurring verbs and adjectives; understands the difference between similar action verbs
ELA.PK.32	With prompting and support, ask and answer questions in order to seek help and get information.	Objective 11 Demonstrates positive approaches to learning 11d Shows curiosity and motivation <ul style="list-style-type: none"> 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

Cluster	Presentation of Knowledge and Ideas	Objectives for Development and Learning
ELA.PK.33	Describe familiar people, places, things, and events.	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary <ul style="list-style-type: none"> 9a.6 Describes and tells the use of many familiar items
ELA.PK.34	With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).	Objective 14 Uses symbols and images to represent something not present 14a Thinks symbolically <ul style="list-style-type: none"> 14a.6 Plans and then uses drawings, construction, movements, and dramatizations to represent ideas
ELA.PK.35	Use non-verbal communication or spoken language to express ideas, needs, and feelings.	Objective 10 Uses appropriate conversational and other communication skills 10b Uses social rules of language <ul style="list-style-type: none"> 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

Language

Cluster	Conventions of Standard English	Objectives for Development and Learning
ELA.PK.36	Communicate clearly enough to be understood by adults across a range of situations. <ul style="list-style-type: none"> Pronunciation errors and grammatical errors are isolated and infrequent. Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. Show an understanding of a variety of sentences. 	Objective 9 Uses language to express thoughts and needs 9b Speaks Clearly <ul style="list-style-type: none"> 9b.6 Is understood by most people; may mispronounce new, long, or unusual words 9c Uses conventional grammar <ul style="list-style-type: none"> 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
ELA.PK.37	(Begins in Kindergarten.)	No correlation needed

Cluster	Knowledge of Language	Objectives for Development and Learning
ELA.PK.38	(Begins in grade 2.)	No correlation needed

Cluster	Vocabulary Acquisition and Use	Objectives for Development and Learning
ELA.PK.39	(Begins in Kindergarten.)	No correlation needed
ELA.PK.40	With prompting and support, explore word categories and relationships among words. <ul style="list-style-type: none"> Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). Identify real-life connections between words and their meaning. Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings. 	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
ELA.PK.41	With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary <ul style="list-style-type: none"> 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Mathematics

Counting and Cardinality

Cluster	Number names	Objectives for Development and Learning
M.PK.1	Count in sequence to 10 and beyond.	Objective 20 Uses number concepts and operations 20a Counts <ul style="list-style-type: none"> 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
M.PK.2	(Begins in kindergarten.)	No correlation needed
M.PK.3	Begin to identify and write some numerals.	Objective 20 Uses number concepts and operations 20c Connects numerals with their quantities <ul style="list-style-type: none"> 20c.6 Identifies numerals to 10 by name and connects each to counted objects

Cluster	Counting to tell the number of objects	Objectives for Development and Learning
M.PK.4	Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five objects. 	Objective 20 Uses number concepts and operations 20a Counts <ul style="list-style-type: none"> • 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting 20b Quantifies <ul style="list-style-type: none"> • 20b.4 Recognizes and names the number of items in a small set (up to 5) instantly; combines and separates up to five objects and describes the parts
M.PK.5	Count to answer, “how many?” questions up to 10 items.	Objective 20 Uses number concepts and operations 20a Counts <ul style="list-style-type: none"> • 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Cluster	Comparing and ordering numbers	Objectives for Development and Learning
M.PK.6	Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies)	Objective 20 Uses number concepts and operations 20b Quantifies <ul style="list-style-type: none"> • 20b.4 Recognizes and names the number of items in a small set (up to 5) instantly; combines and separates up to five objects and describes the parts
M.PK.7	Identify first and last related to order or position.	Objective 22 Compares and Measures 22c Represents and analyzes data <ul style="list-style-type: none"> • 22c.2 Knows a few ordinal numbers

Operations and Algebraic Thinking

Cluster	Composing and decomposing numbers	Objectives for Development and Learning
M.PK.8	Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	Objective 20 Use number concepts and operations 20f Applies number combinations and mental number strategies in mathematical operations <ul style="list-style-type: none"> • 20f.2 Adds and subtracts whole numbers fluently within five
M.PK.9	(Begins in kindergarten.)	No Correlation needed
M.PK.10	Identify parts in relationship to a whole.	Objective 20 Use number concepts and operations 20b Quantifies

		<ul style="list-style-type: none"> • 20b.4 Recognizes and names the number of items in a small set (up to 5) instantly; combines and separates up to five objects and describes the parts
M.PK.11	Duplicate, create, and extend simple patterns using concrete objects.	Objective 23 Demonstrates knowledge of patterns <ul style="list-style-type: none"> • 23.6 Extends and creates simple repeating patterns
M.PK.12	(Begins in kindergarten.)	No Correlation needed

Number and Operations in Base Ten

Cluster	Work with numbers 11-19 to gain foundations for place value	Objectives for Development and Learning
M.PK.13	(Begins in kindergarten.)	No Correlation needed

Measurement and Data

Cluster	Number names	Objectives for Development and Learning
M.PK.14	With prompting and support, identify measurable attributes of objects, such as length and/or weight.	Objective 22 Compares and measures 22a Measure objects <ul style="list-style-type: none"> • 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
M.PK.15	Represent and interpret data. <ul style="list-style-type: none"> • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs. 	22c. Represents and analyzes data <ul style="list-style-type: none"> • 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Cluster	Counting to tell the number of objects	Objectives for Development and Learning
M.PK.16	Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.	Objective 13 Uses classification skills <ul style="list-style-type: none"> • 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

Geometry

Cluster	Identify and describe shapes	Objectives for Development and Learning
M.PK.17	Describe objects in the environment. <ul style="list-style-type: none"> • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind). 	21b Understands shapes <ul style="list-style-type: none"> • 21b.4 Identifies a few basic shapes (circle, square, triangle)
M.PK.18	Correctly name basic shapes regardless of their orientations or overall size.	Objective 21 Explores and describes spatial relationships and shapes 21b Understands shapes

		<ul style="list-style-type: none"> 21b.6 Describes two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
M.PK.19	Sort two-and three-dimensional shapes and objects.	Objective 13 Uses classification skills <ul style="list-style-type: none"> 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

Cluster	Analyze, compare, create and compose shapes	Objectives for Development and Learning
M.PK.20	Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.	Objective 21 Explores and describes spatial relationships and shapes 21b Understands shapes <ul style="list-style-type: none"> 21b.6 Describes two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
M.PK.21	Create and build shapes from components (e.g., sticks and clay balls).	Objective 21 Explores and describes spatial relationships and shapes 21b Understands shapes <ul style="list-style-type: none"> 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
M.PK.22	With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)	Objective 21 Explores and describes spatial relationships and shapes 21b Understands shapes <ul style="list-style-type: none"> 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Science

Science as Inquiry

Cluster	Foundational Knowledge of Scientific Inquiry	Objectives for Development and Learning
SC.PK.1	Ask questions that can be answered through active investigation.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation <ul style="list-style-type: none"> 11d-8: Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events Objective 24 Uses scientific inquiry skills
SC.PK.2	Explore and discuss similarities and differences among objects and materials.	Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC.PK.3	Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).	Objective 24 Uses scientific inquiry skills
SC.PK.4	Make predictions and brainstorm solutions.	Objective 11 Demonstrates Positive Approaches to Learning 11c Solves Problems <ul style="list-style-type: none"> 11c.8 Thinks problems through, considering several possibilities and analyzing results Objective 24 Uses scientific inquiry skills

Cluster	Utilization of Inquiry	Objectives for Development and Learning
SC.PK.5	Identify the five senses and use them to make observations.	Objective 24 Uses scientific inquiry skills
SC.PK.6	Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.	Objective 28 Uses tools and other technology to perform tasks
SC.PK.7	Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).	Objective 24 Uses scientific inquiry skills
SC.PK.8	Communicate results, solutions, and conclusions through a variety of methods (e.g., verbal or visual representation).	Objective 22 Compares and Measures 22c Represents and analyzes data <ul style="list-style-type: none"> 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Scientific Knowledge

Cluster	Understanding the Living and Physical World	Objectives for Development and Learning
SC.PK.9	Explore and describe the natural environment verbally or through representation.	Objective 25 Demonstrates knowledge of the characteristics of living things
SC.PK.10	Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).	Objective 26 Demonstrates knowledge of the physical properties of objects and materials
SC.PK.11	Communicate awareness that people can impact the environment in positive and negative ways.	Objective 27 Demonstrates knowledge of Earth's environment

Health and Physical Development

Safety Practices

Cluster	Safety Practices	Objectives for Development and Learning
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PH.PK.1	Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions
PH.PK.2	Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	Objective 14 Uses symbols and images to represent something not present 14a Thinks symbolically <ul style="list-style-type: none"> 14a.2 Recognizes people, objects, and animals in pictures or photographs
PH.PK.3	Respond appropriately to harmful and unsafe situations.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> 1b.8 Applies basic rules in new, but similar situations
PH.PK.4	Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PH.PK.5	With prompting and support, communicate an understanding of the importance of safety routines and rules.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations <ul style="list-style-type: none"> 1b.10 Understands and explains reasons for rules

Health Practices

Cluster	Healthy Development	Objectives for Development and Learning
PH.PK.6	Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately <ul style="list-style-type: none"> 1c.8 Take responsibility for own well-being
PH.PK.7	Participate in structured and unstructured physical activities in order to enhance fitness.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions
PH.PK.8	Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary <ul style="list-style-type: none"> 9a.6 Describes and tells the use of many familiar items Objective 29 Demonstrate knowledge about self
PH.PK.9	Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary <ul style="list-style-type: none"> 9a.6 Describes and tells the use of many familiar items Objective 29 Demonstrate knowledge about self

Gross Motor

Cluster	Gross Motor Development	Objectives for Development and Learning
PH.PK.10	Develop motor control for a range of physical activities (e.g., walking, propelling a	Objective 4 Demonstrates traveling skills <ul style="list-style-type: none"> 4.8 Coordinates increasingly complex movements in play and games

	wheelchair or mobility device, skipping, running, climbing, and hopping).	
PH.PK.11	Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).	Objective 6 Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 6.8 Manipulates balls or similar objects with a full range of motion
PH.PK.12	Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).	Objective 5 Demonstrates balancing skills <ul style="list-style-type: none"> 5.8 Sustains balance during complex movement experiences
PH.PK.13	Demonstrate awareness of own body and other people’s space during interactions.	Objective 4 Demonstrates traveling skills <ul style="list-style-type: none"> 4.6 Moves purposefully from place to place with control
PH.PK.14	Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).	Objective 6 Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 6.10 Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

Fine Motor

Cluster	Fine Motor Development	Objectives for Development and Learning
PH.PK.15	Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).	Objective 7 Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands <ul style="list-style-type: none"> 7a.8 Uses small, precise finger and hand movements
PH.PK.16	Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).	Objective 7 Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands <ul style="list-style-type: none"> 7a.8 Uses small, precise finger and hand movements
PH.PK.17	Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Objective 7 Demonstrates fine-motor strength and coordination 7b Uses writing and drawing tools <ul style="list-style-type: none"> 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
PH.PK.18	Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately <ul style="list-style-type: none"> 1c.6 Demonstrates confidence in meeting own needs

The Arts

Music

Cluster	Music	Objectives for Development and Learning
AR.PK.1	Participate in music activities (e.g., listening, singing, and finger plays).	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages <ul style="list-style-type: none"> 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions Objective 34 Explores musical concepts and expression
AR.PK.2	Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).	Objective 34 Explores musical concepts and expression
AR.PK.3	Experiment with traditional and nontraditional musical instruments.	Objective 34 Explores musical concepts and expression
AR.PK.4	Express what is felt and heard through musical elements (e.g., tempo and style).	Objective 34 Explores musical concepts and expression

Creative Movement

Cluster	Creative Movement	Objectives for Development and Learning
AR.PK.5	Move to different patterns of beat and rhythm in music.	Objective 23 Demonstrates knowledge of patterns <ul style="list-style-type: none"> 23.4 Copies simple repeating patterns Objective 35 Explores dance and movement concepts
AR.PK.6	Use creative movement to express ideas or feelings and concepts.	Objective 14 Uses symbols and images to represent something not present 14a. Thinks symbolically <ul style="list-style-type: none"> 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Objective 35 Explores dance and movement concepts

Visual Arts

Cluster	Visual Arts	Objectives for Development and Learning
AR.PK.7	Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).	Objective 14 Uses symbols and images to represent something not present 14a. Thinks symbolically <ul style="list-style-type: none"> 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Objective 33 Explores the visual arts
AR.PK.8	Communicate ideas, experiences, and knowledge through creative artwork.	Objective 14 Uses symbols and images to represent something not present 14a. Thinks symbolically <ul style="list-style-type: none"> 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Objective 33 Explores the visual arts

AR.PK.9	Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	Objective 11 Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions Objective 33 Explores the visual arts
AR.PK.10	Describe one's own artwork.	Objective 14 Uses symbols and images to represent something not present 14a. Thinks symbolically <ul style="list-style-type: none"> 14a.4 Draws or constructs, and then identifies what it is Objective 33 Explores the visual arts
AR.PK.11	Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	Objective 33 Explores the visual arts

Dramatic Play

Cluster	Dramatic Play	Objectives for Development and Learning
AR.PK.12	Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).	Objective 14 Uses symbols and images to represent something not present 114b. Engages in sociodramatic play <ul style="list-style-type: none"> 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language
AR.PK.13	Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.	Objective 09 Uses language to express thoughts and needs 9d. Tells about another time or place <ul style="list-style-type: none"> 9d.6 Tells stories about other times and places that have a logical order and that include major details Objective 36 Explores drama through actions and language
AR.PK.14	Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).	Objective 14 Uses symbols and images to represent something not present 14b. Engages in sociodramatic play <ul style="list-style-type: none"> 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language
AR.PK.15	Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).	Objective 14 Uses symbols and images to represent something not present 14a. Thinks symbolically <ul style="list-style-type: none"> 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 14b. Engages in sociodramatic play <ul style="list-style-type: none"> 14b.2 Imitates actions of others during play; uses real objects as props 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

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| | | <ul style="list-style-type: none">• 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days <p>Objective 36 Explores drama through actions and language</p> |
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